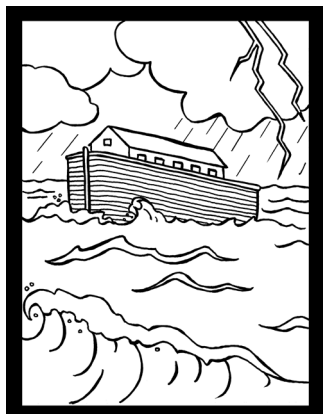




LESSON PLAN

Scripture Texts:

Genesis 6-8

1 Peter 3:20-22

Session Theme:

Trust

a. Welcome to Class

Teachers should arrive in the classroom well in advance of class. Welcome students as they enter, and inquire about their week. Pass out name tags and record attendance on a classroom chart.

b. Icebreaker: "What Am I?"

Before class, write the names of a variety of animals on slips of paper. Tape one to each person's back without letting them see what is on it. Invite students to go around the class, asking other kids (who can see what is written on the slip) the following questions: "Do I make a noise?" "Am I big or small?" "Do I have feathers, fur, or something else?" After asking these three questions, kids can guess what animal they are. See how many get it right after the first guess!

Animals play an important role in today's story. God cares about animals, and he cares about people too. In fact, God made sure to save animals, along with a faithful family, long ago when a natural disaster struck. What happened? Let's get started and find out!

c. Opening Prayer

Heavenly Father, you saved Noah and his family from the flood long ago. When we see scary things happening around us, help us to trust you as Noah did. We ask this through Jesus Christ our Lord. Amen.

d. SEED Video or Song (Optional)

The teacher may introduce the lesson by playing the video clip from the SEED website. This time may also include an opening song or two, using a commercial Sunday School music CD.

Song suggestions for this lesson:

- "Rise and Shine/Arky, Arky" (children's Bible song)
- "It is Well with My Soul" (hymn)

e. Brief Bible Background

Read together the introduction to the lessons for the day, and briefly summarize the context and setting:

- Today's Lesson is from the Old Testament
- Scripture Section: Prehistory

The early chapters of the Bible contain stories from before the time of written history. These stories show how sin has always been a part of our human lives. Even when we turn away from him in sin, God shows his mercy.

f. Communicate the Bible Story

Always keep in mind that the main purpose of Sunday School is to put people in contact with Bible stories. Use a version that is appropriate to the age level.

Upper Elementary: Read the Bible Story and Rhyme

Youth/Adults: Read the Scripture text from the Bible

For Upper and Lower Elementary, use the Storyteller questions to help the students think about the events of the story.

g. Complete the Worksheet(s)

Continue with the handout sheets appropriate to the age level of the students in class:

Upper Elementary: Worksheet and Drama

Youth: Bible Study (Maps, Timelines, Questions)

Adult: Bible Study Sheet (Introduction and Discussion)

h. Craft and Activity Time

If there is time after covering the Bible story, the class may move to craft and activity time, described on the following page. (Do not let the activity time supersede the actual time spent on the Scripture lesson.)

i. Summarize and Review

Before ending class, briefly summarize the day's lesson one last time. If you have not already done so, introduce the Theme Word for the week, providing the definition, and asking how the lesson connects to that theme.

Youth/Adult: Discuss "Reflection for the Week Ahead"

j. Closing Prayer

Close the session in prayer before dismissal:

Upper Elementary: Practice a prayer from memory (e.g., the Lord's Prayer, Luther's Morning Prayer, etc.)

Youth/Adult: Use the ADTRC Prayer format



Bible Study Leader's Guide

The following is a discussion and answer guide for the Youth and Adult Bible Study sheets. For all leaders, it can serve to provide some background on the Bible lesson.

Discuss: Genesis 6:5-22, 7:11-12, 8:1-4

1. Why did God decide to destroy the world? What was the problem? According to verse 6:6, how did this make God feel? Does it surprise you to know that God feels emotions? Why or why not?

As we saw last week, God had made a world that is “very good.” But we human beings, by our sin and disobedience, started to ruin that world. Before long, everyone was wicked, and “every intention of the thoughts of their hearts was only evil continually” (v. 6:5). The Bible says that God felt “regret” and that it “grieved him to his heart.” Our God is not simply a “force” but a person. He is a living entity who feels emotion.

2. From what substance did Noah build the ark? A cubit is about 1½ feet. What were the ark's measurements? How many levels did the ark have?

In verse 6:14, God told Noah to make the Ark out of “gopher wood.” This is *not* a reference to the animal we know as a gopher; the Hebrew word is literally G-F-R. The meaning of this word is not known; some scholars suggest it may refer to smooth lumber for building.

The measurement of 300/50/30 cubits would be equivalent to 450 feet long, by 75 feet wide, by 45 feet tall. The ark had *three* levels (v. 16).

3. According to verse 6:18, what people did God save from the flood? How many human beings were saved on the ark?
- God promised to save Noah and his family, which included eight people: Noah and his three sons, along with the wife of each man. The Bible tells us Noah's sons' names (Ham, Shem, and Japheth), but it doesn't tell us the names of the women.**
4. Why did God want Noah to save a male and female of every animal? What was God planning for the future? What else did God tell them to bring?

By bringing a male and female of each animal, Noah would have a breeding pair to repopulate the species with offspring after the flood. Notice that in Genesis 7:2, Noah is directed to take *seven* pairs of clean animals and birds (“clean animals” refers to those that are edible as food).

5. How did Noah respond to God's command? Do you think that it was easy for Noah to trust God? Why do you think that Noah listened?

In response to God's command, Scripture simply says, “Noah did this; he did all that God commanded him” (v. 6:22). We see no resistance or doubt. Yet we can imagine how strange all this must have seemed to him. Our faith and trust does not rest in our circumstances, but in God himself, and his faithfulness to his Word.

6. According to Genesis 7:11-12, for how long did it rain on the earth? Besides the rain, from where else did God produce the water of the flood? According to Genesis 8:3, after the rain stopped, how long did it take for the water to recede? On what mountain did the ark come to rest?

It rained for 40 days and 40 nights. But the water was not just from rain. God made “the fountains of the great deep burst forth” (that is, water from beneath the earth). It took 150 days for the waters to recede enough for the ark to come to rest on the “mountains of Ararat.” It was many months more until the dry land appeared.

7. Read 1 Peter 3:20-22, in which Peter compares Noah's flood to the promise we have in Baptism. How did God use the waters of the flood to clean the world and lift Noah to safety? How is this like what God does for us in Baptism? What is God cleaning in us, and how are we like Noah?

Using the water of the flood, God washed away the sin of the world. But it was by that same water that the ark was lifted up to safety to float upon the waters. As Luther says in the Catechism, “Baptism brings about forgiveness of sins, delivers from death and the devil, and gives everlasting salvation to all who believe, as the Word and promise of God declare.” Like Noah, we trust in God alone to save us.

8. Because of this story, most people think an ark is a type of boat. Literally, an ark is a box used to carry something, like a treasure chest. In the Bible, where else do we see an ark used, and what did it carry? How did Noah's ark serve as God's treasure chest? What does that tell us about what God values and desires to save — even when he is angry?

The Ark of the Covenant (see Exodus 25:10-16) was a special box made to hold the tablets of the Ten Commandments. In Noah's ark, God saved his treasured creations, people and animals. Even in his wrath, he works to save us!

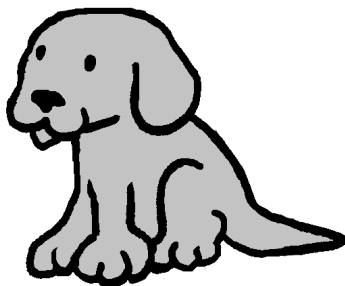
Classroom Craft and Activity Page

Listed below are in-class activities and craft projects related to the theme for the day. Choose one of the following based on the age and capabilities of the students. (Never let the activity or craft time take precedence over the biblical story.)

Activity 1: Two by Two Craft

Materials Needed:

- Clay or play dough
- Animal photos
- Large shoe box
- Brown construction paper
- Scissors
- Glue



Instructions:

Divide the class into pairs.

Give each pair a photo of a different animal. For example, one pair might get dog and another might get horse, etc. If possible, have a male and female photo of any animal pairs that might look different. (Male lions have a lot of hair around their face, whereas female lions do not; male birds are often more colorful than female birds, etc.)

Next, give every child a lump of clay or play dough.

Invite each person in a pair to make one of their animal species out of clay or play dough. Animals don't have to look like the photos — those are just for reference. When they finish, they will have a male and a female of their animal type.

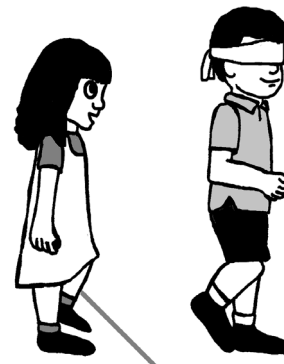
Take the shoe box, and cut big pieces of brown construction paper that can be fitted to each side. Kids who finish with their animals first can glue these papers to the sides of the shoe box. This will be a makeshift ark. Set the ark somewhere in the classroom where it can stay as a display. As each pair has finished making its set of animals, invite them to set them up somewhere around the ark. If you have extra time, pairs can do a show and tell with their animals, explaining why they made them as they did.

Imagine what it must have been like for Noah and his family to live on a ship full of animals! It must have been a loud, frightening, and very unusual trip. The animals had to trust Noah to care for them, and Noah had to trust God to care for them all. God did exactly that, and saved the whole crew from the roaring flood.

Activity 2: Nautical Course Activity

Materials Needed:

- Chairs
- Blindfolds
- Other items to create an obstacle course
- Masking tape



Instructions:

Using chairs or other items, create an obstacle course in a large open area. At one end of the classroom, use masking tape to create a starting line. Divide the class into pairs, making sure kids are paired with someone different from their teammate from craft time. Explain that one pair at a time will work as a team to navigate the obstacle course.

Before beginning the activity, explain that port is the left side of a boat, and starboard is the right side of a boat. So, when kids hear these words, they are to do the following:

Port will mean **go to the left**

Starboard will mean **go to the right**

Stop will mean **stay where you are**

Blindfold one of the kids in the first pair. (If you don't have blindfolds or kids don't want to use them, one person can just close their eyes.)

Explain that one teammate in the pair will be the ship's captain. The captain will stand behind the starting line and direct the blindfolded teammate around the obstacle course using only the boating terms and number of steps. A sample command might be: "Take two steps port!"

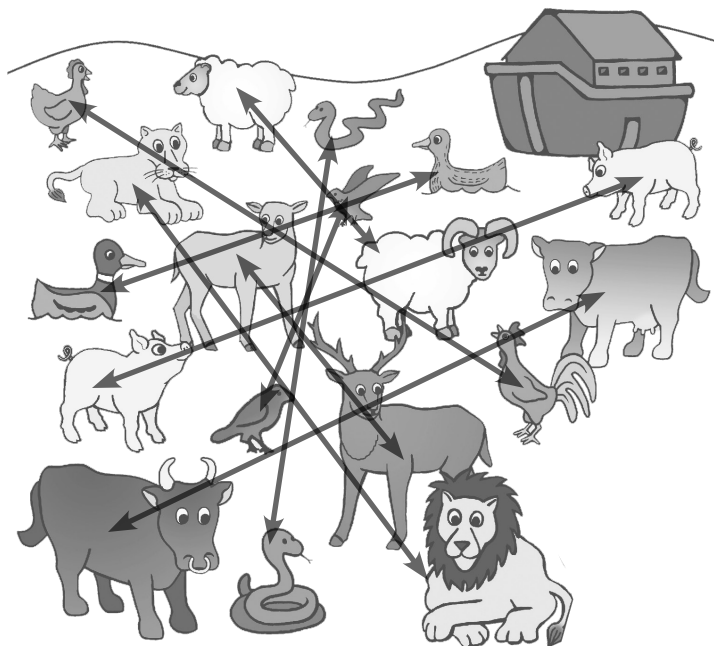
To make this more challenging, have pairs try to get someone through the obstacle course before a timer sounds. When one pair has navigated the obstacle course, the next pair can take a turn.

Would you like to be the captain of a ship full of animals? Noah was in that position, and walking around the ark must have seemed like navigating an obstacle course at times. But Noah did not give up, and God kept them safe until at last they reached dry land.

Worksheet Answer Key

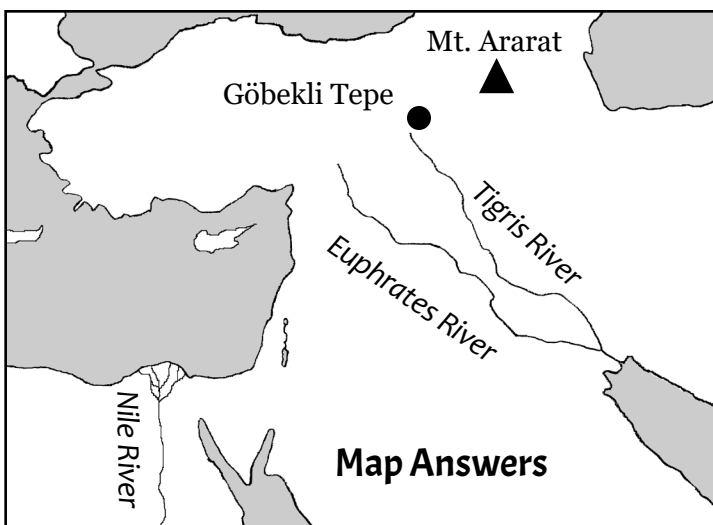
Shown below are the solution and answers to the children's worksheet for this week's lesson:

Animal Matching:



Count:

- What is the total number of animals shown above? **18**
- How many of these animals are mammals? **10**
- How many birds are there in the picture? **6**
- How many reptiles do you see? **2**



Vocabulary Word for the Week

Teachers may want to introduce the theme word for the week to help expand students' biblical vocabulary.

Trust

believing what God says
and putting all your hope in him

*Noah trusted God and built an ark,
even though it wasn't even raining yet!*

Reflection for the Week Ahead

When we hear about scary things like natural disasters, we can feel very frightened. Noah likely felt the same way when he heard there was going to be a giant flood.

So what did he do? The Bible tells us that Noah *trusted God* and started building an ark. Even when people made fun of him, Noah stayed faithful, and did what he could to care for his family and the creatures around him. He ignored the taunts. When the rains started pelting the ark and the flood waters roared (along with the lions in the ark!), it would have been easy to panic. Yet Noah kept on, steadfastly. In the dark, in the storm, with uncertainty all around him, Noah trusted God.

We know that God was pleased with Noah's faithfulness. But how might this trust have helped Noah, himself? Not only did it save him and his family, but it also gave him peace during the storm. Because he knew that God would not abandon him, Noah could sleep while the waters roared.

*What is one area of your life where you need to trust God?
What would trusting God look like for you?*



The Practice of Prayer

Write a prayer giving thanks to God for the many living things that he has created — especially the people and animals he has given to share your life with.

Practice using the ADTRC Prayer Form: Address, Description, Thanks, Request, Conclusion.